

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Gatley Primary School
Headteacher:	Gemma Norman
RRSA coordinator:	Rachel Clair
Local authority:	Stockport
Number of pupils on roll:	611
Attendees at SLT meeting:	Headteacher, Associate Headteacher and RRSA Coordinator
Number of children and young people spoken with:	10 children from Y2 to Y6
Adults spoken with:	3 teachers, 2 parents and 2 governors
RRSA key accreditations:	Registration: 4 th October 2022 Bronze: 1 st February 2023
Assessor:	Sarah Hodgkinson
Date of visit:	5 th December 2023

ACCREDITATION OUTCOME

Outcomes for Strands A, B and C have all been achieved.

Gatley Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

EVIDENCE FROM THE ACCREDITATION VISIT

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults, who use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

- The children demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights. One child explained, *"You have rights as soon as you are born."* Pupils gave examples of instances where children have not been able to access their rights. Another child added, *"Some children don't have access to lots of the articles. They don't have the opportunities that we do."*
- Rights are explicitly linked to all areas of the school's work. Articles are visible on displays linked across the curriculum and prominent on the website and school communications. A member of staff stated that rights, *"...are lived and breathed in every single classroom."* The headteacher explained that the RRSA, *"...really validates what is precious to us: children's voices. They can influence the school."*
- The school benefits from active and engaged governors and parents who fully support embedding a rights-based approach across the whole school community and beyond. A governor commented, *"The children want to share information with us. They know they have a voice, and they use it."*

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Ensure staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Consider using the RRSA resource [ABCDE of Rights](#) and [Myths and Misconceptions](#).
- Ensure the school community have a clear understanding of the concepts of rights holders and duty bearers.
- Continue to support staff (including new colleagues) to have the knowledge and confidence to effectively teach about the CRC and model rights respecting language and attitudes. For example, consider staff CDP at the beginning of each school year to refresh knowledge and understanding of the CRC and consider ways for the pupils to help with this. Consider using the [RRSA Spotlight](#) monthly CPD resource.

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

- There is an excellent use of charters across the school. Class charters are developed each year with pupils, and regularly revisited to see how well the rights are being respected, and if there is anything that needs to change. A Y2 child explained, *"We picked 6 rights that we thought were really important to put in our charter. All rights are really important, but they are the ones we focus on in the class charter."* Children explained that all the charters are different and, *"... we wrote and drew about what is important to us and we could decorate the charters however we wanted."*
- The language of rights is evident in all activities in the classroom, the wider school and in conversations with parents and governors. Parents spoke of conversations at home with their children about women's right to vote and the range of disabilities, both visible and invisible, in society. These discussions had been inspired by their learning in school. A member of staff explained that learning about rights, *"...opens children's eyes to the wider world around them."*
- The school has a strong focus on health and wellbeing; children were very clear that the school keeps them safe and supports them to be healthy. One child explained, *"There are a lot of trusted adults in school and good friends that you can rely on."* Children and staff enjoy Wellbeing Wednesdays each week which is led by the Wellbeing Ambassadors. One child commented, *"Wellbeing is all about sharing our emotions so if we are feeling worried, we can talk to an adult or a friend."*
- Children value their education and are involved in making decisions about their learning. The school has a Pupil Parliament which includes several different departments that are linked to a curriculum focus. Children co-create the curriculum at the start of each year with teachers, meaning their input shapes the path their learning will follow. This innovative approach has led to the school participating in a study by University College London, looking at the role of pupil voice in the curriculum.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Create opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts.
- Continue to embed the UNICEF RRSA [Charter Guidance](#) and focus on the language of 'respect for rights' so that relationships are seen as mutually respectful. When charters are next reviewed, include actions for duty bearers as well as for children.
- Explore with staff, children and young people the concept of dignity – what it means and how it underpins policies, actions and interactions between everyone at school.

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

- Pupils are listened to and involved in decision making at all levels. The Pupil Parliament allows children to contribute their ideas to all aspects of school life. The headteacher explained that pupil voice has, *"...enhanced the curriculum and has empowered and supported children to see the impact of their voice."* Children and adults spoke passionately about The Great Debate which gave the children the opportunity to discuss different articles from the CRC and school governors were invited to sit on the panel. A member of staff explained that this experience was, *"...a lovely opportunity to engage children. It is really important to me that children understand democracy. Irrespective of your beliefs, you have a right to be able to shape the path."*
- Children see themselves as global citizens. Conversations happen linked to news and current events and children are supported to make positive changes. Global Citizenship and Social Responsibility are important focuses for the school. Each year group has a different global citizenship focus and links their learning to this. For example, the Y2 children learned about endangered animals and hosted an art gallery with the proceeds going towards sponsoring an endangered animal. Children also chose to raise awareness of the CRC at a local community festival. Recently children have been invited to decorate a Christmas tree for a display in a local church and the children chose to design baubles inspired by the articles in the convention. Children have also been empowered to write letters to the Prime Minister and various MPs to campaign for change. A member of staff explained that, *"Children and staff see themselves as warriors and advocates for children's rights."*

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to provide opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, the evaluation of learning and teaching etc.
- Support children and young people to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally perhaps linking with UNICEF UK's [OutRight](#) Campaign and using UNICEF's [Youth Advocacy Toolkit](#). For fundraising, consider involvement with the [Soccer Aid Schools Challenge](#).
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community and your academy trust.